



Resource Center as Support System on Inclusive Education in Malang

Sinta Yuni Susilawati, Umi Safiul Ummah, Rizqi Fajar Pradipta, Dimas Arif Dewantara

Universitas Negeri Malang
E-mail: sinta.yuni.fip@um.ac.id

Abstract: National Special Supervisory School is a special school which is designed as a resource center by the government. Technically, Inclusive education needs supporting system that works as an institution that provides technical assistance to schools with special needs children.

This study aims to discover, describe, in-depth analyze and also to find whether this study can be used as an input, consideration, direction and expansion of knowledge for related parties, especially with regard to (1) How is the resource center collaborative program with teachers on supporting inclusive education implementation in Malang. (2) What kind of assistances that resource center provided to teachers on supporting child-friendly inclusive education implementation in Malang (3) what kind of obstacles that the resource center had to face while supporting the inclusive education implementation in Malang.

The result of this study shows resource center collaborative program in supporting Inclusive education implementation in Malang has been running and implemented well. Some assistances given by resource center in supporting inclusive education implementation in Malang include the main assistances in providing information/ guidance to schools with inclusive education, assessment assistances, educational guidance for special needs children, consulting assistances, training assistances for inclusive education teachers, providing (producing) learning resources in the form learning books which later be printed out in Braille. On the human resource perspective, the supports from special teachers are still limited. Some obstacles that resource center had to face in order to support inclusive education implementation in Malang are limited in term of human resources and other limitations on media development assistances. This study concludes that the role of the Resource Center in supporting Inclusive Education implementation in Malang has been running and implemented well.

Keywords: Resource Center; Support System; Inclusive Education

INTRODUCTION

The form of educational assistances for special needs students are segregative, integrative and inclusive model. Inclusive education is a broader education than formal education which cover home, community, non-formal and informal systems, respecting all children to learn, allowing system structures and methodologies to meet children's learning needs, and respecting the differences of each child (Stubbs, 2002). In Indonesia, the form of this segregation school is the special education unit or special school that is grouped according to the disability that the students had, such as SLB / A for blind students, SLB / B for deaf students, SLB / C for mentally retarded students, SLB / D for students with motoric disabilities, SLB / E for students with emotions and social control impairment, and others. These special education units (SLB) consist of the TKLB, SDLB, SMPLB and SMALB (special primary school, elementary school, middle school and high school). As a special education unit, the education system used on those schools is completely separate from the education system on regular schools, including the curriculum, teaching staff and education, infrastructure, learning and evaluation systems.

National Special Supervisory School in C level is one of special schools that is chosen by the government as the resource center. Resource center is a special institution that is formed to develop special needs education / inclusive education that can be used by all children, especially children with special needs, parents, families, regular schools / special schools, the community and the government and other parties with an interest in gaining information as widely as possible and train a variety of skills, and acquire a variety of knowledge related to special needs education/ inclusive education.

Resource center ideally has its own building which is build by teh government and or teh community that specially used as resource center, however, to accelerate its existence and utilization as well as its effectiveness, the existing Resource Centers in Indonesia mostly use the existing Special Schools (SLB) building. The community can use the existing SLB building to conduct the resource center functions, and gradually change its function as a resource center in the future.

The functions and missions of *resource center* listed on resource center guideline include the function

as a center of education and assistances for students with special needs, an assesment center, learning resources center, teaching and learning aids center and a research and development center. One of the main functions and missions of resource center is to provide professional special needs education teachers named *iteneren teachers*. These iteneren teachers will assist regular school teachers in providing educational assistances to special needs children. In addition, the resource center also has a mission in providing learning tools / media needed by special needs children such as textbooks, and certain training for regular school teachers, parents and with people with special needs themselves. The resource center is a place for paraprofessionals.

Jan Šiška, Yirgashewa Bekele, Julie Beadle-Brown & Jan Záhorský (2019) stated that IERCs (inclusive education resource centres) provide assistances related to assessment, training, and specialized support for individuals, as well as providing support to local mainstream schools (referred to as satellite schools in Ethiopia) to ensure inclusive education for these learners.

The resource center is also a supporting institution that provides some assistances for special supervisory teachers. Thus, each district/city needs at least one or two resource centers that will give support to regular schools in implementing inclusive education. Without the inclusive education resource center, it is difficult to optimally implement inclusive education.

The functions of RC in inclusive education implementation in the Directorate of Special Education and Special Services Development (2014) are: 1. Providing information / guidances to schools with inclusive education about inclusive education, 2. Providing regular assessment assistance for special needs students, 3. Provide educational assistances and guidance for students with special needs, become consultants for all parties who have information, assistances, guidance, and people with special needs, 4. Cooperate with agencies / agencies / NGOs to implement inclusive education, 5. Looking for innovations in Special Education and Inclusive Education, conducting research and development of curricula, learning strategies and methods as well as learning tools or media, 6. Planning and conducting training for regular school teachers and parents as well as other parties who need training on inclusive education and or special education, 7. Media development includes: providing (producing) teaching aids / special aids / special learning media and other tools of daily life for students with special needs, providing assistance to various parties to improve assistances to children / students including those with special needs

Technically, inclusive education needs a supporting system that works as an institution that

provides technical assistance to schools with special needs children. From the statement above, the researcher intends to systematically and purposefully or in-depth examine the role of resource centers in supporting inclusive education. With the hope that there will be a school with supportive environment to accommodate the learning needs of students.

METHODS

This study uses qualitative approach with a case study method. The qualitative approach is used with the intention of uncovering the real facts in the field and discover the main roles of Resource Center in supporting education.

This study was conducted at a Lawang National Supervisory School as a Resource Center in Malang City. This school had fulfilled some requirements from the a preliminary study of this study.

The main research instrument in this study is the researcher herself. The researcher also works as a planner, data collection manager, analyst, and a person who report the result of this study. In this study the researcher used observation guidelines, interviews and documentation study guidelines.

Data analysis in this study use information understanding where data are analyze through patterns, linked and combining the data either through observation, interview or documentation. The data analysis process was carried out interactively and continuously during the research process from the data collection to the end. The data analysis steps in this study were carried out through the flow model proposed by Miles and Huberman (Sugiyono, 2011: 246). In this analysis model, the three components of the analysis are data reduction, data presentation, and drawing conclusions or verification, the activities are carried out in an interactive form with the data collection process as a continuous, repetitive, and continuous process to form a cycle.

RESULT AND DISCUSSION

Result

Resource Center Collaborative Program in Supporting Inclusive Education implementation in Malang

The determination of the Vision, Mission and Goals of the Resource Center at Lawang National Supervisory School level C (SLB/C) are adjusted according to visions and missions of special school. Thus, the vissions and missions of resource centre are similar with vissions and mission of special school. Vission and missions at Lawang National Supervisory School level C (SLB/C).

The realization of schools as educational institutions for children with special needs and special high quality and respectable, safe, informative, humane, and satisfying assistances

Organizing SLB (TKLB, SDLB, SMPLB, and SMALB/ special primary school, elementary school, middle school and high school), b) Support Center for Inclusive Education, c) Production and Distribution Center for Braille books, d) Increasing skill units, e) Developing PK and PKLK information through ICT, f) Organizing PLK class, g) Organizing a library, h) Training for teachers / instructors (academic, skills)

Internal and external environmental analysis of Lawang National Supervisory Special Kindergarten C level as a Resource Center in Malang City

National Supervisory School Malang is a technical implementation unit for school education established by the government based on the Minister of Education and Culture Decree number 08/48/0/1986 Date 4 December 1986. In its implementation, the school directly responsible to the East Java Provincial Education Office.

Lawang National Supervisory Special Kindergarten C level has human resources in the form of 35 Provincial civil teachers, 7 Provincial civil staffs, 12 Provincial PPT personnel, 6 Provincial workshop contract workers, 7 school honorary staffs. The Civil teacher grouped by their background of education are Bachelor's degree (38), Master degree (9) and Doctorate degree (1)

Lawang National Supervisory Special Kindergarten C level is also equipped with supporting infrastructure (public assistances) that include a 4.53 hectares area. The school also has ceremonial field, principal's room, living room, administration room, curriculum room, and treasurer room. In addition, Lawang National Supervisory Special Kindergarten C level also has infrastructure (public assistances) in the form of halls 1 and 2, as well as mini halls, sena dormitories, bilawa dormitories, blawa dormitories, arjuna dormitories, prayer rooms, guard posts and showrooms. Other supporting infrastructures (learning space) consist of special primary school, elementary school, middle school and high school study rooms. Supporting infrastructure (special assistances) is equipped with a braille center room, ICT center, multimedia room, BKPBI room, self development room, gymnasium, first-aid room, library, Science laboratory, art room and dance, and space assessment.

Special School C level is also equipped with supporting infrastructure for workshops such as automotive room, ceramic crafts, textiles / screen printing, culinary, wood crafts, fashion, clothing, and music skills room. Logistic and learning supporting infrastructure in the form of school cooperatives,

public kitchens and swimming pools.

Collaborative form carried out by RC to support inclusive education implementation

Collaborative between Lawang National Supervisory Special Kindergarten C level with schools that provide inclusive education in Malang Provide information / guidance to schools with inclusive education regarding inclusive education, Provide educational assistances and guidance for students with special needs, become consultants for all parties who have information, assistances, guidance, and special needs, Collaborative work with Institutions / Agencies / NGOs to support inclusive education implementation, Looking for innovations in Special Education and Inclusive Education, conducting research and develop the curricula, learning strategies and methods as well as learning tools or media. Work together to provides assessment assistances that are carried out on an ongoing basis, both for students who attend special schools and those who study in schools with inclusive system. Plan and organize training for regular school teachers and parents as well as other parties who need training on inclusive education and or special education. Media development includes: providing (producing) teaching aids / special aids / special learning media and other daily life tools for special need students.

Assistances provided by resource centers in supporting inclusive education implementation in Malang

The main service carried out by RC is providing information / guidances to schools (schools that provide inclusive education) about inclusive education. The service also provides insights to SLB teachers or inclusive schools during the training and development in RC

In the supporting aspect for schools providing RC inclusive education (Lawang National Supervisory Special Kindergarten C level) have helped provide its main support in program activities in the form of assessment assistances. Internal and external RC support (Lawang National Supervisory Special Kindergarten C level) for regular schools or other schools, in general, RC (Lawang National Supervisory Special Kindergarten C level) provides support at the assessment assistance stage. The assessment assistance of the current program is an activity that is carried out on an ongoing basis. This assistance is the most visible, perceived and important program, both for internal needs in special school and in regular schools or surrounding schools. This program is continuously being endeavored to maintain. With regard to the cooperation that has been built, informants generally know that regular collaboration has been well established with psychologists, while therapists or

other parties are still limited.

Other assistances provided by RC (Lawang National Supervisory Special Kindergarten C level) in supporting the implementation of inclusive education is educational guidance for students with special needs, by opening opportunities for students with special needs who attend inclusive schools to participate in activities and take advantage of the existing facilities in RC (Lawang National Supervisory Special Kindergarten C level) such as craft rooms and automotive rooms which are intended for students with special needs to work in the form of ceramic and automotive products. However, this cannot be used optimally because of the location issue as some students live are far from the schools.

Furthermore, RC (Lawang National Supervisory Special Kindergarten C level) also provides opportunities for teachers and parents in inclusive schools to consult or provide guidance regarding problems faced in learning in inclusive schools. In terms of special handling, as RC (Lawang National Supervisory Special Kindergarten C level) with the availability of existing experts also provide assistances in the form of interventions for special needs children who need special assistances.

Collaborative assistances are carried out with local offices to implement inclusive education by providing training for teachers who provide inclusive education. The training was conducted in RC (Lawang National Supervisory Special Kindergarten C level) with local service facilitators as well as experts from the RC.

In terms of media development, RC (Lawang National Supervisory Special Kindergarten C level), among others, provides (produces) learning resources in the form printed textbooks in braille. However, the production of learning resources in the form of books written by RC (Lawang National Supervisory Special Kindergarten C level) is still limited and adjusted for existing funds. This is because the cost of producing teaching materials is very expensive as it requires special paper to produce standard teaching materials. In addition, RC media not only facilitate the media used during the teaching and learning process, but RC (Lawang National Supervisory Special Kindergarten C level) also facilitates other things such as making birth certificates, identity cards and ballot papers in elections. Furthermore, in this case, the RC (Lawang National Supervisory Special Kindergarten C level) also provides teaching aids / special aids / special learning media and other daily life tools for students with special needs (Fauziah & Pradipta, 2018).

In the human resources aspect, support in the form of special teachers are still limited; this is because the teaching task of the teacher is quite diverse so it is not possible to provide support in the form of special teachers assistances (Khoiriyah & Pradipta, 2018).

Obstacles faced by resource centers in supporting the implementation of inclusive education in Malang

The limitations that RC has in supporting inclusive education implementation include the limited human resources availability. This means that from a quantitative point of view the number of teachers is sufficient, but from a qualitative point of view it is still not optimal. This is because the number of teacher workloads is quite large so it is not possible for special teachers to carry out their role optimally in providing guidance for teachers and students in inclusive schools.

Another limitation is media development assistances, where due to limited funds; RC (Lawang National Supervisory Special Kindergarten C level) is only able to produce teaching materials according to the available funds, not based on the needs in the field.

Discussion

Resource Center Collaborative Program to support Inclusive Education implementation in Malang

The form of collaborative program is carried out by RC (Lawang National Supervisory Special Kindergarten C level) to support inclusive education implementation, such as 1) Providing information / guidances to schools with inclusive education about inclusive education, 2) Providing educational assistances and guidance for students with special needs, become a consultant for all parties who have information, assistances, guidance, and people with special needs, 3) Collaborate with local offices, 5) Innovate in the field of Special Education and Inclusive Education, conduct research and development of curricula, strategies and learning methods as well as learning tools or media, 6) Work together to provide assessment assistances that are carried out on an ongoing basis, both for students who attend SLB and for students who study in inclusive schools. 7) Plan and organize training for regular school teachers and parents as well as other parties who need training on inclusive education and or special education. 8) Media development includes: providing (producing) teaching aids / special aids / special learning media and other daily life tools for students with special needs. This is in line with the opinion (Iimwasliman, 2009) that the role of RC (Lawang National Supervisory Special Kindergarten C level) in supporting the implementation of inclusive education, such as 1) Providing information about various matters related to inclusive education, both to regular schools and Other special schools, 2) Providing routine assessment assistance to special needs students, 3) Providing educational assistances and guidance for special needs children, 4) Becoming a consultant for all parties who need information, assistances, guidance and people with special needs, 5) Collaborating with the Service

/ Agency / NGOs in efforts to implement inclusive education, 6) Carry out research and development, innovate the implementation of inclusive education, develop strategies and learning methodologies that are suitable for all children, 7) Carry out handling of education assistances for children with special needs and provide and receive referrals or references in inclusive education assistances 8) Planning and conducting inclusive education and training for teachers in regular and special schools and other parties who need it, 9) Providing assistance to various parties to improve assistances for children with special needs, as well as being a facilitator and mediator for all parties in implementing inclusive education, 10) Organizing teachers in special schools to carry out additional tasks as a Special Advisor in Inclusive Schools

Assistances provided by resource centers in supporting the implementation of inclusive education in Malang City

The main service provided by RC is providing information / guidances to schools (schools that provide inclusive education) about inclusive education. This service is also carried out by providing insight to teachers in special schools or inclusive schools during the training and development that is being carried out in RC

In the aspect of support for schools providing RC inclusive education (Lawang National Supervisory Special Kindergarten C level) have helped provide its main support in program activities in the form of assessment assistances. Internal and external support for RC (Lawang National Supervisory Special Kindergarten C level) to regular schools or other schools, in general RC (Lawang National Supervisory Special Kindergarten C level) provides support at the assessment service stage. Assessment assistances from the current program are an activity that is carried out continuously. This service is the most visible, felt and important program, both for internal needs in special schools and at regular schools or their surrounding. This program is continuously strived to be maintained. With regard to the cooperation that is built, informants generally know about cooperation routine has been well established with a psychologist, while therapists or other parties are still limited.

Other assistances provided by RC (Lawang National Supervisory Special Kindergarten C level) in supporting the implementation of inclusive education, namely educational guidances for students with special needs are, by opening opportunities for special needs students who attend inclusive schools to participate in activities and take advantage of the existing facilities in RC (Lawang National Supervisory Special Kindergarten C level) such as the craft room and the automotive room which are intended for students

with special needs to work in the form of ceramic and automotive product. However, this cannot be utilized properly due to the remote location.

Furthermore, RC (Lawang National Supervisory Special Kindergarten C level) also provides opportunities for teachers and parents in inclusive schools to consult or provide guidance regarding problems faced in learning in inclusive schools. In terms of special handling, as RC (Lawang National Supervisory Special Kindergarten C level) with the availability of existing experts, they also provide assistances in the form of interventions for special needs children who need special assistances.

Collaborative assistances carried out with local offices to implement inclusive education by providing training for special teachers. The training was conducted in RC (Lawang National Supervisory Special Kindergarten C level) with local service facilitators as well as experts from the RC.

In terms of media development, RC (Lawang National Supervisory Special Kindergarten C level), among others, provides (produces) learning resources in the form printed textbooks in braille. However, the production of learning resources in the form of books written by RC (Lawang National Supervisory Special Kindergarten C level) is still limited and adjusted for existing funds. This is because the cost of producing printed teaching materials is very expensive because it requires special paper to produce standard teaching materials. In addition, RC media is not limited to the media used during the teaching and learning process, but RC (Lawang National Supervisory Special Kindergarten C level) also facilitates in other matters such as making birth certificates, identity cards and ballot papers in elections. Furthermore, in this case, the RC (Lawang National Supervisory Special Kindergarten C level) also provides teaching aids / special aids / special learning media and other daily life tools for special needs students.

In the human resources aspect, support in the form of special teachers are still limited; this is because the teaching task of teachers is quite limited so it is not possible to provide support in the form of special teachers assistances. This is in line with the Directorate of Special Education and Special Services Development (2014: 7) that the RC Function in the implementation of inclusive education, such as: 1) Providing information / guidance to schools with inclusive education regarding inclusive education, 2) Providing regular assessment assistance for students with special needs, 3) Providing educational assistances and guidance for students with needs specifically, become a consultant for all parties who have information, assistances, guidance, and people with special needs, 4) Collaborate with Offices/ Agencies / NGOs to implement inclusive education, 5) Innovate in the field of Special Education and

Inclusive Education, conduct research and curriculum development, strategies and learning methods as well as learning tools or media, 6) Planning and conducting training for regular school teachers and parents and other parties who need training on inclusive education and or special education. 7) Media development includes: providing (producing) teaching aids / special aids / special learning media and other tools of daily life for students with special needs, providing assistance to various parties to improve assistances to children / students including those with special needs (Chasanah & Pradipta, 2018).

Obstacles faced by resource centers in supporting the implementation of inclusive education in Malang

The limitations that RC (Lawang National Supervisory Special Kindergarten C level) has in supporting the implementation of inclusive education include the limited human resources. This means that from a quantitative point of view the number of teachers is sufficient, but from a qualitative point of view it is still not optimal. This is because the number of teacher workloads is quite large so it is not possible for teachers to carry out their role optimally especially in providing guidance for teachers and students in inclusive schools (Pradipta, 2020).

Another limitation is the media development assistance, where due to limited funds; the RC (Lawang National Supervisory Special Kindergarten C level) only able to produce teaching materials adjusted to the funds, not based on the students' needs. Another research conducted by Gunansyah P (2018) also shows a similar thing where the Resource Center was not optimally support the schools with inclusive education. Thus, the RC needs to improve its managerial system with related parties. The results of other research conducted by Fathurozi (2011) state that the essence of RC's role and function needs to be realized consistently with further development.

CONCLUSION AND SUGGESTIONS

Conclusion

Resource center collaborative program to support inclusive education in Malang.

The form of collaborative actions by RC (Lawang National Supervisory Special Kindergarten C level) in supporting inclusive education implementation are 1) Providing information / guidances to schools with inclusive education about inclusive education, 2) Providing educational assistances and guidances for special needs students, become a consultant for all parties who have information, assistances, guidance, and people with special needs, 3) Collaborate with Local institutions, 5) Innovating in the field of Special Education and Inclusive Education, conducting research

and curriculum development, learning strategies and methods as well as learning tools or media, 6) Collaborating in the form of providing assessment assistances that are carried out on an ongoing basis, both for students who attend special schools and for students who study in inclusive schools. 7) Plan and organize training for regular school teachers and parents as well as other parties who need training on inclusive education and or special education. 8) Media development includes: providing (producing) teaching aids / special aids / special learning media and other daily life tools for students with special needs (Pradipta, 2019).

Assistances provided by resource centers in supporting inclusive education implementation that is child-friendly in Malang

The main service carried out by RC is providing information / guidances to schools with inclusive education about inclusive education. The inclusive school supporting aspects given by RC (Lawang National Supervisory Special Kindergarten C level) have helped its main support in program activities in the form of assessment assistances. Other assistances provided by RC (Lawang National Supervisory Special Kindergarten C level) in supporting inclusive education implementation, include educational guidance for special needs students, by opening opportunities for special needs students who attend inclusive schools to participate in activities and take advantage of facilities in RC (Lawang National Supervisory Special Kindergarten C level) Furthermore, RC (Lawang National Supervisory Special Kindergarten C level) also provides opportunities for teachers and parents in inclusive schools to consult or provide guidance regarding problems faced in learning in inclusive schools. Collaborative assistances conduct with local offices to implement inclusive education are by providing training for teachers who provide inclusive education. The training was conducted in RC (Lawang National Supervisory Special Kindergarten C level) with local service facilitators as well as experts from the RC (Pradipta, 2020).

In terms of media development, RC (Lawang National Supervisory Special Kindergarten C level), among others, provides (produces) learning resources in the form of printed textbooks. In the aspect of human resources, the support in the form of special teachers are still limited, this is because the teaching task of teachers is quite different, so it is not possible to provide support in the form of teacher assistances.

Obstacles faced by resource centers in supporting the implementation of inclusive education in Malang

The limitations that RC has in supporting inclusive education implementation include the limited human resources availability. This means that from a

quantitative point of view the number of teachers is sufficient, but from a qualitative point of view it is still not optimal. This is because the number of teacher workloads is quite large so it is not possible for special teachers to carry out their role optimally in providing guidance for teachers and students in inclusive schools.

Another limitation is media development assistances, where due to limited funds; RC (Lawang National Supervisory Special Kindergarten C level) is only able to produce teaching materials according to the available funds, not based on the needs in the field.

Suggestion

As a home-based, special teachers should optimize the role of special teachers in optimizing the inclusive education implementation. Increase the production of learning media and braille books for special needs children (blind) so that they can support themselves in the learning process at the inclusive schools.

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